

<b>UNIT CODE</b>	<b>HLTASWE005</b>
<b>UNIT TITLE</b>	<b>Provide supervision for Aboriginal and/or Torres Strait Islander health workers</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to support health worker and practitioner wellbeing through structured debriefings and ongoing processes of communication and feedback. It requires the ability to identify and use information from supervision activities for continuous improvement of organisational practice.</p> <p>This unit applies to senior roles in Aboriginal and/or Torres Strait Islander organisations that provide primary health care services to Aboriginal and/or Torres Strait Islander clients and communities.</p> <p>No regulatory requirement for certification, occupational or business licensing is linked to this unit at the time of publication. For information about practitioner registration and accredited courses of study, contact the Aboriginal and Torres Strait Islander Health Practice Board of Australia (ATSIHPBA).</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Social and Emotional Wellbeing
<b>UNIT SECTOR</b>	Aboriginal and/or Torres Strait Islander Health

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Support health worker wellbeing.	1.1 Identify the different supervision needs of individual health workers dealing with client health and wellbeing issues. 1.2 Maintain professional boundaries and confidentiality during all supervision activities. 1.3 Use culturally safe communication to encourage workers to acknowledge and address personal impacts of work experiences. 1.4 Respond to issues raised by individual workers or their colleagues with sensitivity and professionalism and according to organisational procedures. 1.5 Provide workers with information and guidance about self-care strategies and sources of professional assistance. 1.6 Identify situations of imminent risk to the health and safety of the worker or others and make appropriate referrals for crisis intervention.

2. Facilitate structured debriefings.	2.1 Schedule debriefings that relate to specific incidents in a timely way. 2.2 Provide a safe environment for the debriefing process. 2.3 Guide health workers through a process of self-reflection and review of key issues. 2.4 Use questioning techniques that encourage workers to explore and acknowledge their concerns. 2.5 Document and report debriefing outcomes according to organisational procedures.
3. Provide ongoing feedback to health workers.	3.1 Seek information about health worker practices and impacts on their wellbeing. 3.2 Provide feedback which reinforces strengths and sensitively addresses the potential for change. 3.3 Provide professional development information and guidance to health workers. 3.4 Collaborate with worker to identify and progress changes to enhance their practice.
4. Contribute to practice improvements.	4.1 Identify information from supervision activities that is relevant to ongoing improvement processes. 4.2 Evaluate information from a client, health worker and organisational perspective. 4.3 Provide input to organisational continuous improvement activities based on assessment.

FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> <li>■ interpret detailed familiar organisational procedures</li> <li>■ interpret detailed unfamiliar information about professional development and professional assistance services.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>■ use fundamental sentence structure to complete reports that require both factual and subjective information.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>■ use language and terms sensitive to health worker emotional state</li> <li>■ ask open and closed probe questions and actively listen to understand the nuances of health worker responses</li> <li>■ facilitate structured debriefing sessions involving confronting and emotionally challenging content.</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>■ lead collaborative discussions about complex work issues and responses.</li> </ul>

Self-management skills to:	<ul style="list-style-type: none"> <li>■ observe professional boundaries when working with close colleagues.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	<p>No equivalent unit.</p> <p>For details, refer to the full mapping table in the Draft 2 Validation Guide</p>
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	<b>Assessment Requirements for HLTASEW005 Provide supervision for Aboriginal and/or Torres Strait Islander health workers</b>
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>■ provide a professional supervision session for two Aboriginal and/or Torres Strait Islander health workers and for each worker: <ul style="list-style-type: none"> <li>○ use culturally appropriate and safe communication skills to: <ul style="list-style-type: none"> <li>● build rapport and trust</li> <li>● support the worker to discuss personally confronting issues</li> <li>● support a positive and constructive feedback process</li> </ul> </li> <li>○ respond appropriately to two different issues raised</li> <li>○ provide information on self-care strategies tailored to individual health worker needs</li> </ul> </li> <li>■ conduct and document one structured debriefing session</li> <li>■ according to actual supervision activities or from case study documentation, extract and evaluate information, and provide a written report about strengths and areas for improvement that relate to each of the following: <ul style="list-style-type: none"> <li>○ client outcomes</li> <li>○ individual health worker practice</li> <li>○ organisational practices.</li> </ul> </li> </ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ organisational policies and procedures for: <ul style="list-style-type: none"> <li>○ maintaining confidentiality of client and health worker information</li> <li>○ responding to issues raised by health workers</li> <li>○ conducting and documenting structured debriefings</li> </ul> </li> <li>■ for mandatory reporting: <ul style="list-style-type: none"> <li>○ local state or territory legal requirements, and</li> <li>○ organisational procedures for reporting practitioners who present with issues that may put their patients or clients at harm</li> </ul> </li> <li>■ the definition of professional supervision, in the context of health care support work, and key practices that support effective supervision</li> <li>■ factors that may impact how individual health workers react to confronting work situations, and how they may affect the type and scope of supervision needed: <ul style="list-style-type: none"> <li>○ lived experience</li> </ul> </li> </ul>
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- cultural issues
- own personal, family or community issues
- potential relationship with clients
- individual characteristics, strengths and resilience levels
- indicators, features and common impacts of the following on Aboriginal and/or Torres Strait Islander health workers and practitioners:
  - excessive stress
  - burn out
  - grief
  - trauma, including transgenerational trauma
  - being subjected to violent or threatening behaviour (towards self and other workers or clients)
  - managing conflicting priorities
  - racism and discrimination in the workplace
- organisational practices that support health worker wellbeing:
  - appropriate workloads
  - ensuring the appropriate skills mix of workers to cover types of services offered
  - clear work roles and work role boundaries
  - appropriate physical working environment
  - processes to manage workplace conflicts
  - systems that support work/life balance
  - availability of professional supervision and support
- formal and informal ways of supporting positive communication in the workplace:
  - one-to-one discussions
  - team meetings
  - making discussion of personal impacts a regular part of work discussions
  - external meetings
  - communities of practice
  - professional development activities
- worker self-care strategies:
  - using natural supports
  - setting realistic goals
  - prioritising work
  - focussing on success
  - striving for work/life balance
  - using stress management techniques
- techniques for effective communication, including those used to:
  - build rapport and trust
  - sensitively probe and elicit responses
  - encourage workers to disclose personally confronting issues
  - support a positive and constructive feedback process
- key features of a structured debriefing process:
  - when they take place
  - what makes for a safe environment and how this may vary for different workers
  - types of issues explored:
    - what happened
    - causes and consequences
    - individual experience
    - normal reactions
    - methods to manage emotional responses
- the definition of crisis intervention and the types of situations in which it may be needed
- for workers at risk of self-harm and suicide:

	<ul style="list-style-type: none"> <li>○ common risk factors</li> <li>○ common verbal and non-verbal behavioural indicators</li> <li>○ types of rapid response assessment questions and actions that can be used to triage</li> <li>○ emergency referral pathways</li> </ul> <ul style="list-style-type: none"> <li>■ the role of employee assistance programs and the types of services they typically offer</li> <li>■ external support services for professional supervision</li> <li>■ techniques for identifying and evaluating information for its value in the improvement of future work practices and client outcomes.</li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated through:</p> <ul style="list-style-type: none"> <li>■ work activities completed within an Aboriginal/and or Torres Strait Islander health service, <b>or</b></li> <li>■ simulations and case studies completed within a training organisation.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>■ interaction with Aboriginal and/or Torres Strait Islander health workers or practitioners either through actual work activities or simulations</li> <li>■ information about situations experienced by the worker</li> <li>■ organisational policies and procedures for: <ul style="list-style-type: none"> <li>○ maintaining confidentiality of client and worker information</li> <li>○ responding to issues raised by workers</li> <li>○ conducting structured debriefings</li> <li>○ mandatory reporting.</li> </ul> </li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:</p> <ul style="list-style-type: none"> <li>■ be an Aboriginal and/or Torres Strait Islander person who has applied the skills and knowledge covered in this unit of competency through experience working as an Aboriginal and/or Torres Strait Islander health worker or practitioner, <b>or</b></li> <li>■ be a registered health practitioner or a senior health care worker with experience relevant to this unit of competency and be accompanied by, or have assessments validated by, an Aboriginal and/or Torres Strait Islander person.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide